TME002 – English Composition Second Writing Course
3 Semester Hours/4-5 Quarter Hours

The second course in composition may take several forms. For example, it might be a continuation of the first course (such as the second of two first-year composition courses), an intermediate course in written exposition, or a writing-intensive course that is aligned with a specific discipline. However it is conceived, the course should build on the foundations of the first course, developing and expanding concepts and practices that were introduced in the first writing course. It must be a course that focuses on instruction in writing and must meet the following outcomes.

Learning Outcomes
Outcomes marked with an asterisk are essential and must be taught.

1. Rhetorical Knowledge*

Throughout the second writing course, students should build upon the foundational outcomes from the first course:

By the end of their first writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce expository texts that

• Have a clear purpose
• Respond to the needs of intended audiences
• Assume an appropriate stance
• Adopt an appropriate voice, tone, style, and level of formality
• Use appropriate conventions of format and structure

 In addition, by the end of the second course, students should be able to

• Analyze argumentative strategies and persuasive appeals
• Employ appropriate argumentative strategies and persuasive appeals in their writing

2. Critical Thinking, Reading, and Writing*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

• Use reading and writing for inquiry, learning, thinking, and communicating
• Analyze relationships among writer, text, and audience in various kinds of texts
• Use various critical thinking strategies to analyze texts

In addition, by the end of the second course, students should be able to

• Find and evaluate appropriate material from electronic and other sources
• Analyze and critique sources in their writing
• Juxtapose and integrate ideas and arguments from sources
• Develop a clear line of argument that incorporates ideas and evidence from sources

3. Knowledge of Composing Processes*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

• Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
• Recognize that writing is a flexible, recursive process
• Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

• Work with others to improve their own and others' texts
• Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

• Employ appropriate conventions for structure, paragraphing, mechanics, and format
• Acknowledge the work of others when appropriate
• Use a standard documentation format as needed
• Control syntax, grammar, punctuation, and spelling

In addition, by the end of the second course, students should be able to

• Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

6. Composing in Electronic Environments*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their first writing course students should be able to

• Understand the possibilities of electronic media/technologies for composing and publishing texts
• Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the second course, students should be able to

• Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources

7. Minimal Course Requirements*

By the end of their second writing course, students will have written

- A variety of texts, including at least one researched essay, with opportunities for response and revision
- A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work